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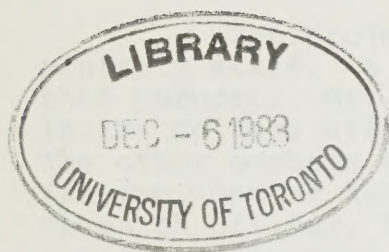


Ontario

Ministry of
Colleges and
Universities

CA24N
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A STUDY OF
THE COMMUNICATION ARTS PROGRAMS
IN
COLLEGES OF APPLIED ARTS AND TECHNOLOGY



SUMMARY REPORT

WITHDRAWN FROM
THE INFORMATION CENTRE
MINISTRY OF EDUCATION

DEC 02 1982

by
The Statistical Services Branch
in co-operation with
The College Affairs Branch

MINISTRY OF COLLEGES AND UNIVERSITIES, ONTARIO

March 1974

PREFACE

This report deals with the findings of a project which was undertaken in the Spring of 1973 following a request from the Ontario Council of Regents for the Colleges of Applied Arts and Technology. The request was that the Applied Arts and Technology Branch of the Ministry initiate as a pilot project a survey of the current situation concerning Communication Arts programs in the Colleges.

The project was designed and implemented by Ministry staff. A project committee was established for this purpose. Mr. Gerald H. Wright, Curriculum Co-ordinator in the College Affairs Branch, acted as Project Manager. The other members of the project committee were Mr. Albert Alleyne, Senior Research Officer, and Dr. G.L. Oliver, Chief Research Officer, Statistical Services Branch. Mr. Alleyne acted as principal investigator for the study. Valuable assistance was also provided by Virginia Adams, Jim Martin, Loraine Geldart, and Lynda Reid of the staff of the Statistical Services Branch.


The firm of Stevenson and Kellogg Limited was retained by the Ministry to field test survey instruments and to aid in their revision, to carry out supervisor and student interviews, to perform certain aspects of the data processing operation, and to report on impressions from the project.

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CHAPTER I
INTRODUCTION

The Background of the Project

During the early years of the development of the College system programs were designed and developed by individual Colleges largely in response to perceived local needs. During this early period the development of programs was very rapid as Colleges attempted to provide education and training in the fields not previously dealt with through a publicly supported College system. This was especially true in the field of Applied Arts.

One cluster of Applied Arts programs which was subject to such a rapid development is referred to in this project as "Communication Arts". This cluster contains a wide variety of programs organized into various industrial categories in terms of the jobs in industry on which they are targeted. These programs focus on applied principles and practices of human communication. For the purpose of this project, this set of programs has been defined to include: Advertising, Radio and Television, Journalism, Film, Graphic Arts and Design, Communication Arts (general) and Public Relations.

During the early period of its development tried and proven models were not available to guide the organization and development of programs in these newly emerging curriculum fields. As a result, the programs were

organized and curricula produced in the absence of cumulative experience on which to draw. It is now appropriate, however, to evaluate the experience of the College system in the Communication Arts field and to report on this experience in a manner which is useful for the planning of future College activities.

Interest in such an evaluation has recently been expressed by several bodies, including the Provincial Consultative Committee for the Radio and Television Arts, and the Ontario Council of Regents for the Colleges of Applied Arts and Technology. A formal request from the Council of Regents for an evaluation was made in November of 1972. The request was that the Applied Arts and Technology Branch of the Ministry initiate, as a pilot project, a survey of the current situation concerning Communication Arts programs in the Colleges.

For these reasons a comprehensive study was undertaken by the Applied Arts and Technology Branch. The project is intended to provide a much more precise data base on which to plan the future contribution of the College system to the Communication Arts field than any which have been available to the College system in the past.

The Purpose and Goals of the Project

Program evaluation is a multi-faceted activity. An important aspect of this activity is concerned with assessing the relevance of programs for the needs of clients for which the programs are intended. The criterion of relevance is a significant factor in assessing the quality of programs which have an occupational orientation. By definition, programs with this type of orientation should serve the occupational needs of students preparing to enter or re-enter the labour force. Students should be provided with the range of experiences they require to aid them in making wise career decisions, and with the specific skills they require to enter jobs in the labour force successfully. At the same time, however, occupationally oriented programs should also produce skilled workers to meet the needs of employers within the various sectors of industry to which the programs are logically related. If programs do not provide the skill needs of employers, they will be considered irrelevant when viewed in this job market context.

The major concern of the Curriculum Affairs Committee of the Council of Regents is a special aspect of the relevance question. This can be referred to as the "content relevance" of occupationally oriented programs. The broad question to which this concern addresses itself

is, "To what extent does the content or subject matter of a program fit the job requirements and employment practices of industry?" The principal purpose of this study is to provide an answer to this content relevance question.

In this case the concept of content relevance can be assessed by two means. One involves the perspective of the former student, the other the perspective of the employer. Each of these perspectives may be quite different due to divergent perceptions which may emerge - coloured as they are by different problems, goals, experiences and expectations. On the one hand, when the former College student is asked to assess the content relevance of his program, the question becomes, "Did the program help to provide me with any real career opportunities, or could I have satisfied my career needs better through some other channel?" On the other hand, when the employer is asked to assess content relevance, the question becomes, "Do the programs offered by the Colleges provide me with an available pool of skilled labour with the qualities and in the quantity needed to fill specific positions in my labour force?"

There is, however, still a third set of assessments by which the content relevance of programs can be judged.

This is from the perspective of the College itself. Programs with an occupational orientation are, by definition, mission oriented. This mission is to provide students with the knowledge and sets of skills which are useful in career selection and which will help ensure job success. Underlying this point of view is the implicit assumption that there is a certain set of job and occupational skills in current demand by employers somewhere in the industry in what may be termed, "directly related jobs"¹ or occupations.

Unfortunately, the specific jobs for which training is only broadly intended are not always known. The fact is that much of the Communication Arts field is relatively new and remains largely unstructured. The result is that there is no simple one-to-one match between College programs and jobs as they exist in the labour force. The point is that a program entitled, "Journalism", may, in fact equip students for employment in a wide range of Communication Arts type jobs.

Since there is no simple fit between program and jobs in the Communication Arts field, the question of content relevance as seen through the eyes of the College is an important one. The question to be asked of the College is, "Given a comprehensive list of related jobs presently available in the industry which require Communication Arts type skills, for which of these jobs do programs provide a significant number of skills and knowledge?"

1 See Appendix A, page A2 for definition of this term as it is employed throughout the study.

The primary goal of this study flows from this three-way perspective on content relevance. It is to assess the content relevance of College programs intended for the Communication Arts field from the perspective of the employer, former College student and the College itself. In addition, the study is also intended to provide the Ministry with certain additional pieces of information which, it is felt, will be helpful in planning programs which are relevant to the needs of the Communication Arts field in the future.

Finally, in keeping with the request from the Council of Regents, the study is also intended to serve as a pilot or demonstration project through which the Ministry can study the feasibility of such a comprehensive approach to program evaluation.

Research Methods Employed in the Project

Data were gathered by means of three mail questionnaires and one interview schedule. One mail questionnaire was sent to 2501 students formerly enrolled in Communication Arts programs and who left College between 1967 and 1972. A mail questionnaire was also sent to 1292 employers in the Communication Arts field. A third questionnaire was mailed to the 19 Colleges currently providing programs in Communication Arts. Finally, interviews

were conducted with 175 employers and with 86 former College students now on their staffs.¹

The Interpretation of Project Findings

The data produced by the project are reported in the form of estimates for the population. The method employed for calculating sampling fractions used in the generation of population estimates is outlined in Appendix A.

The response rate for employer and student questionnaires was low and disproportionate for different strata in the employer and student populations. In the case of employers, the response rate by industrial category was disproportionate to the population number in the various industrial sectors. In the case of students, the response rate by College was also disproportionate to the College populations.

Estimates may favour those employers who have some contact with the Colleges, that is, those who hire former College students. The data on the graduates may also favour those who are successful in finding directly related jobs.²

1 For a more detailed description of instruments, see Appendix A, page A3.

2 See Appendix A, page A13 for details on anticipated biases in the estimates produced by the study.

The Content and Organization of the Report

This summary report is intended to set out the principal findings of the study as they relate to the policy and planning decisions of the College system in the Communication Arts field as a whole. No attempt is made to deal with the vast array of estimates and indicators produced by the project or to interpret their significance in other than a global sense.

The project provided a large amount of data on the content relevance question differentiated by College program, industrial category, and size of firm. It also yielded considerable data on training needs differentiated by industrial category, size of firm, etc.

The study is largely descriptive in nature in the sense that it contains descriptive statistics only. No detailed statistical analysis was undertaken other than the generation of cross tabulations and the calculation of confidence intervals for certain selected tables.

This summary report is divided into three chapters. The first provides an introduction to the project. Chapter II provides an outline of the findings of the project as they relate to the magnitude and nature of the content relevance problem. Chapter III provides information for program planning and curriculum development for the Communication

Arts field. In this latter Chapter, the structure of the labour market is examined, as well as the training needs of employers. This chapter also includes information on the nature and quality of the employer-college interface and on the extent and nature of further education by graduates.

A number of technical notes are included in Appendix A to the report. Appendix A describes the basic concepts and definitions employed in the development and implementation of the project. It also contains information on the scope and methods employed by the project, as well as certain information on response and sample biases.

CHAPTER 2

Summary of Project Findings on the Content Relevance Issue

A major problem related to the interpretation of the estimates produced by the study is the lack of norms by which to assess their meaning as criteria for educational planning and curriculum development. For example, does the fact that 83% of the employers who have hired former College students are satisfied with these students, or that 50% of the graduates are now working in directly related jobs, signify a generally satisfactory or unsatisfactory situation? In the absence of experience with studies of this type, the answer to this question can only be made in the most subjective way - based on the best understandings available. It is in full recognition of this state of affairs that the following conclusion has been reached.

THERE IS NO CONTENT RELEVANCE PROBLEM OF ANY GREAT MAGNITUDE. THERE ARE, HOWEVER, AREAS OF SERIOUS CONCERN EXPRESSED BY INFORMED SOURCES WHO SUGGEST THAT THE CONTENT RELEVANCE OF EXISTING COLLEGE PROGRAMS, WHILE ACCEPTABLE TO THE PREPONDERANCE OF FORMER COLLEGE STUDENTS AND THEIR EMPLOYERS, CAN BE GREATLY IMPROVED IN A NUMBER OF RESPECTS. BY BRINGING ABOUT THESE IMPROVEMENTS, THE TRAINING NEEDS OF BOTH EMPLOYERS AND COLLEGE STUDENTS WILL BE DEALT WITH IN A MORE EFFECTIVE WAY.

The mainstream of findings which support this conclusion is summarized in this Chapter.

The Magnitude of the Content Relevance Problem

The estimates produced by the mail questionnaires indicate the following:

1. Eighty-three percent of the employers who have former College students on their staff rate these students as average or above. These ratings vary only slightly among employers in the various industrial categories of the Communication Arts field.
2. Sixty-two percent of the graduates rate the programs they took as satisfactory in light of their subsequent labour market experience. As may be expected, the ratings vary between those now working in directly related jobs, those in jobs they consider unrelated to their College training, and those who are now unemployed. The percentage of graduates who report dissatisfaction varies according to College of enrollment.
3. When graduates now working in directly-related jobs were asked to rate their programs as a means for job preparation, 76% reported that their program was adequate or more than adequate. The range of opinion on this issue varies from a high of 90% of the graduates from Film production to a low of 60% of the graduates from Public Relations programs.

The data produced from interviews with supervisors and former College students now in directly related jobs

indicate the following:

4. Ninety-two percent of the supervisors who were interviewed rated their general satisfaction with former College students now on their staff as average or above, with little difference in ratings between industrial sectors.
5. When these same supervisors were asked to rate the technical competence of former College students in the specific job duties for which they were employed, 93% gave ratings of average or above. There was also little variation between the ratings of supervisors in different industrial categories.
6. When the supervisors who were interviewed were asked to rate the non-technical abilities of former College students in their employ, they reported as follows:
 - a) Ninety-two percent reported that former College students possess average or above average ability to cope with the contingencies of the job. No appreciable difference exists between industrial categories.
 - b) Ninety-three percent rated former College students as average or above in initiative and motivation on the job. No appreciable difference was revealed between the various industrial categories.
 - c) Ninety-seven percent of the supervisors rated former College students as average or above in their ability to get along with others in the work place. This rating varies little between industrial categories.

7. When former College students, now working in directly related jobs, were asked to rate the adequacy of their programs as preparation for undertaking specific job duties, 66% reported that their program was average or above in this respect. This rating varies considerably between students working in different industrial categories.

Data produced by the survey of College staff to determine their perceptions of content relevance showed the following:

8. The College system provides programs to meet the skill needs of all jobs noted in the Selected List of Jobs developed for the study. Variations in the availability of programs ranged from as many as 20 programs available from the College system for some jobs, to jobs for which seven or less programs are available.

In addition to these direct assessments by employers, students and College staff, the experience and opinions of employers and students were also studied as they relate indirectly to the content relevance issue. Estimates produced by the mail questionnaire show that:

9. Forty-two percent of the employers have hired former College students from Communication Arts programs at one time or another. This percentage varies from a high of 73% in Radio and Television to a low of 30% in Advertising and Public Relations and an insignificant number in Theatre, and by size, 59% of large firms and 31% of small firms.

10. According to employers, 42% of the former College students who were enrolled in Communication Arts type programs are presently employed in directly related jobs.
11. Sixty-seven percent of the employers reported that they will consider hiring former College students when job vacancies arise. This percentage varies from a high of 89% in the Motion Picture field to a low of 54% in Advertising and Public Relations.
12. Fifty percent of the College graduates reported that they are now working in jobs that they consider to be directly related to their programs.¹ Thirty-eight percent reported that they are in unrelated jobs, and 12% that they are unemployed.
13. Sixty-eight percent of the graduates now working in directly related jobs reported that their program was the primary factor in helping them secure a directly related job. The program provided either the general educational preparation, technical training, or the certification required.

The Nature of the Content Relevance Problem

Concerns were expressed by employers about certain inadequacies in College students as employees. Employers

¹ This statistic should be interpreted in light of the reasons reported by graduates for taking programs in Communication Arts (see page 29).

also raised serious questions about the quality of College programs, as they understood them, either indirectly through dealing with College students as employees or directly through their interactions with the College system. Similarly, former College students reported serious concerns about certain aspects of their programs which they felt could be changed to provide better vocational preparation.

While employers and students discussed the College system in terms of their respective needs and perspectives, the areas of concern which emerged were similar. These were as follows:

1. Concerns about the job focus and orientation of College programs.
2. Concerns about the lack of practical skills and the need to learn them within existing program structures.
3. The need for better communication and co-operation between employers in the Communication Arts field and the College system.

These findings will now be discussed in detail as they relate to the nature of the content relevance problem.

1) Concerns about the Focus and Orientation of College Programs

Employers and students both expressed concern about the focus and orientation of present College programs. These fall into two areas:

- a) The need to emphasize broad-based general education and general technical training in the curriculum.
- b) The need to increase the number of specific job skills dealt with in the curriculum.

(a) Concerns about general education and general technical training - Both employers and students showed concern about the extent and nature of the general background provided for students by College programs. Two aspects of this general background were dealt with by the respondents. One involves the general educational development required to provide students with a set of life skills such as those needed for communication, concept development and creativity used both inside and outside the work situation. Employers appear to associate these skills with the maturity of students.

The second aspect concerns the effectiveness of programs in providing the general vocational preparation required to give students a general set of vocational skills. These are needed by workers to give them a broad technical background in Communication Arts so that specific job skills can be learned on the job, and so that workers will possess

the level of mobility and flexibility required in the work force.

The following information provides some indications of the level of concern felt by employers and students about the generality of College programs.

- When employers were asked to indicate why College training is important for certain jobs in their firms, 73% reported that College programs have to provide the broad-based and general type of education required. Employers felt that this broad-based educational experience is necessary to help ensure the maturity of the young people entering the labour force.
- Supervisors interviewed emphasized the need for general educational preparation. Included in this are the need for better communication skills (English language, spelling, writing, etc.) and skills related to general business practice.
- Concern was also expressed by 15% of the supervisors about the lack of creativity and problem solving ability in College students.
- Eighteen percent of the supervisors reported that students were disinterested, lazy, irresponsible, unmotivated, undisciplined and generally immature in the work place.
- A number of College students who were interviewed (28%) showed concern about the unrelatedness of many of the general subjects in the curriculum. They reported

that the content of these general subjects was unrelated to the rest of the program; these should be taught as an integral part of a well thought through and carefully co-ordinated set of courses. In this sense, the programs were unjustifiably general in orientation and focus.

(b) Concerns about specific job training - Employers and students attached similar importance to specific job training by the College. The following points are indicative of this level of concern.

- Twenty-four percent of the graduates now working in unrelated jobs thought that they were unable to secure directly related jobs because employers felt that needed skills were not covered by the College programs.
- Of those graduates who expressed dissatisfaction with their program, 60% responded that the program was too general in its job focus. This finding is supported by the results of the interview schedule. As may be expected, this percentage was higher among those graduates now working in unrelated jobs and those who are now unemployed.
- When graduates commented on the orientation and focus of their College program, 20% felt that more specialized job training should be provided by the Colleges.

- Fifty-seven percent of the interviewed students reported that their training had been too general; it lacked the specific technical job training required to meet the skill needs of employers and to help ensure the success of students in the job market.
- Twenty-one percent of the supervisors who were interviewed found that employed students lacked the specific job skills they required for success on the job.

The above findings indicate that means should be found whereby existing levels of general educational development and general vocational preparation can be maintained and even enhanced within the curriculum. At the same time, provision should be made for more specific job training. In short, programs are required which provide students with an adequate level of life skills which employers feel will help to ensure maturity. At the same time, programs should provide the general vocational preparation with the specialization that the student requires for successful entry into the labour force.

The findings of the project indicate the focus and orientation of existing College programs, to general vocational preparation, to specific vocational preparation and to general vocational preparation with specialization. Both employers and students have stated, taking Communication

Arts programs as a whole, that this present focus and orientation are unsatisfactory for their needs.

A number of suggestions for change have emerged from the study. One concerns the need for an examination of the curriculum structure during which each component is carefully assessed and justified in light of its contribution to either general education or to specific job training. Topics concerned with general educational development and general vocational preparation must coincide with the needs of the student and the specific skill needs of his employer. They must also be integrated with topics which emphasize specific job training.

A second set of suggestions centres around the need to increase the length of programs in order to ensure that, when graduates enter the labour force, they do so with adequate levels of maturity and with sets of saleable job skills.

2) Concerns about the Lack of Practical Skills in College Students

Closely related to the need for more specific job training against a background of general vocational preparation is the need of College students entering the Communication Arts field to have more practical skills.

While many respondents did not differentiate between the theoretical and the practical components of specific job training, it seems clear that most favoured the practical, rather than the theoretical aspect. For example, 67% of the supervisors interviewed stated that College programs should emphasize the practical component of job training to a much greater extent than they had done so far.

Two ways were suggested to help ensure the development of practical skills within the framework of College programs. The one most often noted was on-the-job training programs arranged and controlled by College staff. Seventy-nine percent of the former College students who were interviewed felt that there was a need for more weeks of on-the-job training as part of their College program.

It is important to note that when employers were asked why they thought College-based training was essential for jobs in the Communication Arts field, only 16% said that in-house training was not feasible. This suggests that employers in the Communication Arts field as a whole, might be willing to provide on-the-job training. It also suggests that in most cases they could meet the concerns of the supervisors and students in this area if the Colleges would take the initiative. This would ensure that students would have the practical skills required for productivity and success.

Another means suggested was the use of better College-based learning experiences. For example, 19% of the students interviewed mentioned the need for simulated work situations in a College setting (for example, publishing of College newspapers). The supervisors and students who were interviewed expressed concern about the inappropriateness of the equipment used in Colleges, and the need for scheduling more time on appropriate equipment.

Another means of providing these practical skills within a College setting was suggested by former College students. They pointed out that more assignments and projects, carefully designed to match more closely working conditions, would be of benefit. Twenty-eight percent of the students interviewed felt that this was a pressing need.

3) The Need for Better Communication and Co-operation
Between Employers and the Colleges

The estimates produced by the mail questionnaire indicate that the industry and College system communicate and co-operate to some degree. For example, 52% of the employers reported that they keep in touch with the Colleges either occasionally or regularly. The study also showed that 30% assist the Colleges, of which 52% serve as guest speakers. Another 52% reported that their staff have been members of Advisory Committees. Some employers co-operate by providing field trips (35%), on-the-job training (31%), and by acting as part-time instructors for the Colleges (21%).

On the other hand, concerns were expressed that employers are in many ways unaware of College programs and the availability of College graduates. For example, 16% of the graduates who did not get directly-related jobs felt that this was due to the employers' lack of awareness of the College system. Another 17% could not get in to see the employers. Also, when employers who did not communicate with Colleges were asked why they did not keep in touch, over 70% responded that they never thought of it, or that they never felt the need to do so.

When the graduates mentioned the changes needed in College programs, 36% felt that there was a need for better communication between industry and the College system.

In addition to these specific concerns about the lack of communication and co-operation, a number of other issues were raised which suggests that this problem extends to other areas. The need for more co-operation by employers in providing on-the-job training as an integral part of College programs has already been noted. In addition to this, a few supervisors reported that College curricula were out of date, too slack and, in general, did not match with the current job needs of industry. They also reported that there was an oversupply of College students and that College students were not aware of the nature of jobs and the conditions in the job market.

If these criticisms are well-founded, and significantly affect the relevance of College programs and the success and satisfaction of students in the labour market, then greater communication and co-operation between industry and Colleges are required. This conclusion is based on the assumption that the availability of the appropriate labour market information for student career selection and College program planning require, as a prerequisite, a high level of communication and co-operation between industry and the College system.

Finally, the concern expressed about the lack of experienced College staff and the need for instructors who are specialists suggests that greater use be made of guest lecturers from industry.

The fact that employers feel that a considerable number of jobs in the Communication Arts field, especially in Publishing, Radio and Television, and Advertising and Public Relations, requires a College type training suggests that Colleges are viewed as appropriate training agents. If employers are serious in expressing this point of view, then it would follow that they will communicate and co-operate with the College system to whatever extent is required to ensure quality training, provided the Colleges take the initiative.

4) Concern about the Lack of Meaningfulness of Program Titles

A fourth area of concern closely related to the communication problem has to do with the meaningfulness of program titles.

The investigation of the relevance of College programs to the jobs on which they are focused reveals that programs are diverse in content, subject treatment, job focus and the vocational orientation that they provide. Yet the differences between programs are not reflected in the program titles employed. A careful analysis of program and option titles is required in order to develop a meaningful system of terminology. The use of a standardized and meaningful set of program and option titles, coupled with program descriptions which reflect the diversity and true intent of College programs, will do much to help make the job market relevance of College programs apparent to both employer and student.

CHAPTER 3

Background Information for Planning of Programs in Communication Arts

The project provides information on the structure of the Communication Arts field, the present supply of College students now in the field and the training needs of employers and students. A summary of these findings is reported in this Chapter.

The Structure of the Communication Arts Field

The population defined for the purposes of this study involved about 1300 employers in the Communication Arts field. These employers are distributed in six industrial categories which are: Advertising and Public Relations, Motion Picture, Publishing, Radio and Television, Theatre and 'Other' (Audio Visual Companies, Oil and Insurance Companies and Department Stores).

The estimates produced by the study show that about 60% of the employers have 20 or fewer employees on their staff, while 40% have over 20. Differences exist in the number of large and small firms in industrial categories. Small firms are predominant in the Advertising and Public Relations, Publishing and Motion Picture fields, while large ones dominate the field of Radio and Television and 'Other' Companies.

Wide variations in firms in terms of industrial activities and size suggest that Colleges need to adopt communication mechanisms which effectively accommodate this diversity. These variations also suggest that the College system should adjust its expectations as to how firms can best co-operate in the planning and implementation of College programs.

The estimates produced by the study show that about 11% of all employees, or approximately 13,000 workers, are employed in Communication Arts jobs. About 79% of these jobs are in large firms.

This suggests that, while the Communication Arts field is not dominated by highly skilled workers, it nonetheless represents a substantial market for College trained students, provided they are acceptable to employers.

The Supply and Distribution of College Students

The findings from the employer mail questionnaire reveal that there are an estimated 1,059 former College students who now fill some of the estimated 13,000 positions. Approximately 78% of these students are in large firms. This estimate of 1059 former College students represents about 42% of the 2500 College students who left College between 1967 and 1972. It also represents about 8% of the total staff now in directly related jobs in the

Communication Arts field.

This indicates that the College system has penetrated the available market to only a small degree. A substantial number of skilled workers will likely be required to fill vacancies due to attrition.

The findings of the student mail questionnaire reveal that there are an estimated 1047 graduates who left the College system between 1967 and 1972.¹ Over 50% of these come from programs in Advertising and Journalism.

The findings of the student mail questionnaire also show that 71% of the graduates in the Communication Arts programs graduated from College in 1971 and 1972. While this rapid increase in graduates was justified during a time when the College system developed and expanded into the Communication Arts field, this growth rate will likely need to be carefully controlled in the future. These findings suggest that programs and facilities should be planned in full knowledge of the developments in the Communication Arts field which affect the number and distribution of positions within industrial sectors and the supply of trained workers from other agencies.

1 Since the estimate of 1059 former College students and 1047 graduates are estimates derived from different populations, it should not be concluded that there are only 12 students who did not leave the College with graduate status. The figure of 1047 graduates is inflated by those who are now unemployed, those who are working in firms outside the universe selected for the study, as well as those working in unrelated jobs in the Communication Arts field.

The Training Needs of Students

The estimates produced by the student mail questionnaire reveal that only 50% of the graduates from Communication Arts entered their program primarily to secure directly related jobs in the Communication Arts field. An additional 20% reported that they entered the program primarily as a means of career selection and orientation, while another 18% took the program for its avocational benefits, that is, because the subject area interested them.

These findings suggest that the Communication Arts programs should be designed and evaluated by using a broader set of criteria than those related to the success of students in securing directly related jobs and the training needs of employers in the Communication Arts field. If Communication Arts programs are to provide opportunities for pursuing alternative career choices and avocational interests, then the treatment of subject matter must be geared to meet these needs. This suggests the need for a broader range of course options and subject treatments within course options; in addition, programs must be restructured in order to help ensure a more effective distribution of subjects over the length of the program. This suggestion was made by a number of students.

Training Needs of Employers

The training needs of employers in the Communication Arts field were examined in some detail in order to determine:

1. The skill needs of the Communication Arts field and their implications for course and program planning.
2. The sets of job skills for which employers felt that College type training was justified.
3. The likely staffing needs of employers in 1974.
4. The channels of skill training preferred by employers.

The information also indentifies for the Colleges those jobs for which employers want formal training. It also provides duty descriptions of various Communication Arts jobs which are performed by former College students. Finally, the information provides an estimate of the number of expected vacancies in these various skill areas.

1. Skill needs of employers - The study shows the distribution of workers now employed in directly related jobs in the various industrial categories in the Communication Arts field. These data provide the College system with an indication of the job emphasis presently required by employers. This information may be used by the Colleges to identify the specific jobs on which their programs should be focused if they are to meet the skill needs of employers and the job needs of students. In addition, skill needs have been identified by indicating

duty descriptions of various Communication Art jobs presently held by former College students. Colleges and curriculum planners should make use of this information when planning the skill content of various programs.

2. Needs of employers for formal training -

The study also shows a rank ordering of jobs in Advertising and Public Relations, Publishing, and Radio and Television in terms of the need for formal training of the College type. The data indicate that the field of Publishing has the most jobs for which employers feel College training is important, followed by the fields of Advertising and Public Relations and Radio and Television. In general, employers in the fields of Theatre and Motion Pictures report that they do not require College trained staff.

3. New Staff required for 1974 - The study

provides data on the number of expected new job vacancies in 1974 in the Communication Arts field. It also shows whether employers will consider former College students for these vacancies. Both of these sets of data are reported by industrial category, by size of firm and by specific job title. The largest number of vacancies reported is in the Publishing industry (510), followed by Advertising and Public Relations (333). Generally, job vacancies are expected to be higher in large firms than in small firms. Eighty percent

of the employers responded that they would consider former College students for vacancies.

It is important to note that the largest number of employees in the Communication Arts field is in Publishing (5080). Similarly, the largest number of jobs for which employers feel that College training is important is in Publishing (23). In addition, the largest number of anticipated job vacancies for 1974 (510) is in Publishing. This suggests that Publishing is likely to constitute the largest single market for the College system in conjunction with other training agencies. A similar set of figures for Advertising and Public Relations, and Radio and Television¹ is as follows:

<u>INDUSTRIAL CATEGORY</u>	<u>PRESENT POSITIONS</u>	<u>NUMBER OF JOBS REQUIRING TRAINING</u>	<u>NUMBER OF JOB VACANCIES 1974</u>
Advertising & Public Relations	2399	13	333
Publishing	5080	23	510
Radio & TV	4537	14	167

The findings of the project indicate that the fields of Motion Picture and Theatre do not appear to have potentially large markets at this time.

These findings do not suggest, however, that the College system should abandon programs which train for jobs with low market potential. Instead, these program areas

1 The reader should be cautioned that these figures are just estimates which fall within very wide ranges. For example, the range for Present Positions in Advertising and Public Relations is 1778 to 2999 positions for which 2399 is the expected estimate.

must be carefully adjusted to the needs of the market; specialization by College in these program areas is one possible means.

4. Preferred channels of training - Employers who have not hired College students were asked to report their preferred sources for skilled workers. Only 15% of the employers who have not hired former College students reported that they preferred Ryerson and University students, while 25% of the employers in the field reported that they preferred in-house training. This suggests that while differences in opinion exist among employers in various industrial categories, the Communication Arts field as a whole does not prefer alternatives to the College system, at least not to any large extent. This, in turn, implies that the Communication Arts field is prepared to consider College programs and their students, provided that their qualifications are appropriate.

Continuing Education

Graduates were asked if they had continued their formal education after leaving their Communication Arts programs. Only 30% had done so out of which 48% continued on a full-time basis. More graduates from programs with a duration of one year or less continued their education as compared to those who took 2 or 3 year programs, while

more graduates in unrelated jobs did so than those in related jobs.

The largest proportion of graduates (49%) continued their education at a College of Applied Arts & Technology as compared to University (31%) or Ryerson (7%). Variations existed between those in related and unrelated jobs. In addition, twice as many graduates who furthered their education took General Educational Development programs or courses (for example, Languages, Social Science courses, Fine Arts), rather than Communication Arts type programs (for example, technical courses related to the Communication Arts field).

Thirty-eight percent of the graduates who continued their education did so in order to improve their Communication Arts knowledge as compared to 25% who wanted a university degree or College certificate/diploma. Only 9% did so because no suitable jobs were available. Again, variations existed between those in related and unrelated jobs and those unemployed.

APPENDIX A

TECHNICAL NOTES

I BASIC CONCEPTS AND DEFINITIONS

The project has been built around a number of concepts, an understanding of which is critical to the interpretation of project findings. The basic terms related to these concepts are described below.

1. Communication Arts field - This is defined for the purposes of this study as the group of industries for which Communication Arts programs provide appropriate skills. Several steps were taken to operationalize this concept:

- a) A list of jobs was developed on which the "Communication Arts programs" provided by the College system appeared to focus.
- b) These jobs were grouped into clusters according to their primary industry focus; for example, jobs in Advertising and Public Relations, Radio and Television, and Publishing.
- c) A list of employers was developed to correspond to these industry categories. This list of employers was intended to describe the Communication Arts field.

2. Communication Arts programs or program options - These are the programs or options offered by the Colleges of Applied Arts and Technology in Advertising, Graphic Arts and Design, Film, Communication Arts, Journalism, Public Relations, and Radio and Television.

3. Former College students - These are students who have attended for at least one semester any of the eighteen Colleges¹ of Applied Arts and Technology in Ontario which offer Communication Arts programs, and who left College between 1967 and 1972. Former students of the Ryerson Polytechnical Institute are not included in this group.

4. Selected jobs in Communication Arts - These are the jobs mentioned under Communication Arts field, for which Communication Arts programs provide skills. They are jobs found primarily in the industries in the Communication Arts field.

5. Single-skill job - A single skill job is any of the jobs found in the list of Selected Jobs in Communication Arts.

6. Multi-skill job - A multi-skill job is any combination of single-skill jobs as defined above.

7. Directly related jobs - These are jobs for which a former student must use a large proportion of the knowledge and skills which he obtained in a Communication Arts program. These jobs usually refer to those in the list of Selected Jobs in Communication Arts. However, in some cases directly related jobs, as interpreted by the

1 There are 19 Colleges with Communication Arts programs, but Canadore has no graduates as yet.

student or employer, fall outside the range of jobs on the list.

8. Unrelated jobs - These are jobs for which students use few or none of the skills and knowledge learned in a Communication Arts program.

9. Employee - This refers to a person employed on either a full-time or part-time basis by an establishment. Summer students or students working in a co-operative work study program are excluded from this category.

II DESCRIPTION OF INSTRUMENTS

Four different instruments were used in this study; these are described as follows:

1. Employer Mail Questionnaire - Questionnaires were sent to 1292 establishments in Ontario which were thought to describe collectively the Communication Arts field.

2. Student Mail Questionnaire - Questionnaires were sent to 2501 former College students who took Communication Arts programs in Colleges of Applied Arts and Technology in Ontario.

3. College Mail Questionnaire - Questionnaires were sent to 19 Colleges of Applied Arts and Technology in Ontario which offer Communication Arts programs.

4. Employer Interview Schedule - An interview schedule was used in order to record the views of former College students now working in directly related jobs, and the views of their supervisors about College programs. Interviews were conducted with 175 supervisors and 86 former College students now in the Communication Arts field in a total of 165 establishments.

These establishments were selected and stratified by industrial category. One hundred and ninety-three students were rated by supervisors. While only graduates who left the Colleges between 1967 and 1972 were included in the mail survey, interviews were conducted with former College students who left College as late as 1973.

5. List of Selected Jobs in Communication Arts - For the purposes of this study 164 jobs which were assumed to be related to the Communication Arts field were identified. These jobs were thought to be those for which Communication Arts programs would provide skills, and those which would be found in the Communication Arts field. Initially, Communication Arts jobs and descriptions were taken from the Canadian Classification and Dictionary of Occupations, 1971, Volume I, and compiled according to the fields to which they were related. For example, Radio and Television jobs were grouped under Radio and Television, and Publishing jobs under Publishing. This was done in order that respondents

might easily locate pertinent jobs. This list was tested in the field through interviews with employers. It was found to be inadequate as some jobs were obsolete, some job titles were no longer in common usage, and some job descriptions did not apply to the corresponding titles. As a consequence, the list was revised so that it would reflect those jobs existing in the Communication Arts field. Again, in order that the list would be readily accessible to the respondents, jobs were categorized by the industry in which they were generally found. These categories are:

1. Jobs in Advertising, Sales Promotion and Public Relations
2. Jobs in Publishing
3. Jobs in Radio and Television
4. Jobs in Motion Picture
5. Jobs in Stage Production
6. Jobs in Signs and Displays

There is some overlap of job titles between categories since it was felt that lists for each industry should be as comprehensive as possible. To illustrate, 'Script Girl' under Radio and Television is identical to 'Script Assistant' under Motion Pictures and Stage Production.

III DESCRIPTION OF POPULATIONS

1. The employer population - The 1292 establishments which were considered to constitute most of the Communication Arts industry in Ontario were compiled from industry directories and other similar sources. These included Radio and Television Stations and Cable TV Companies, Motion Picture Industries, Advertising Agencies, daily and weekly Newspapers, Magazines, Theatres, retail and wholesale Publishers and a few Insurance Companies in Ontario. In addition, certain industries were included from the Toronto area only. These were Public Relations Agencies, Signs and Display Agencies, Commercial Art Companies, Printers, Audio Visual Companies, some Department Stores and Oil Companies.

These industries were aggregated for convenience as follows:

<u>INDUSTRIAL CATEGORY</u>	<u>TYPE OF ESTABLISHMENTS INCLUDED</u>
1) Advertising & Public Relations	- Advertising Agencies - Public Relations Agencies - Promotion and Display Agencies
2) Radio and Television	- Radio Broadcasting - TV Broadcasting - Cable TV Companies
3) Publishing	- Newspaper Publishing - Book and Magazine Publishing - Printing Companies
4) Motion Picture field	- Motion Picture Production Companies

<u>INDUSTRIAL CATEGORY</u>	<u>TYPE OF ESTABLISHMENTS INCLUDED</u>
5) Theatres	- Theatre Production Companies
6) Other	- Department Stores, Oil and Insurance Companies, and Audio Visual Companies

2. The student population - The 2501 former College students who took Communication Arts programs in Colleges of Applied Arts and Technology defined the student population for this study. These included both graduates and non-graduates who were in the programs for at least one semester and graduated from, or left the programs between 1967 and 1972.

3. The College population - Nineteen Colleges of Applied Arts and Technology in Ontario which offer Communication Arts programs were included in the study.

These are:	Algonquin	Lambton
	Canadore	Loyalist
	Centennial	Mohawk
	Conestoga	Niagara
	Confederation	St. Clair
	Durham	St. Lawrence
	Fanshawe	Sault
	George Brown	Seneca
	Georgian	Sheridan
	Humber	

4. Communication Arts programs or program options - Communication Arts programs or program options offered by the Colleges were the focus of this study. As

there were thirty-one programs or options with different titles, it was felt that these should be aggregated in order that the data might be manageable. The list of the programs and program options as they were categorized is as follows:

<u>PROGRAM CATEGORY</u>	<u>COLLEGE PROGRAMS OR PROGRAM OPTIONS</u>
Advertising	Advertising Journalism-Advertising and Promotion Communication Arts-Creative Advertising Advertising-Sales and Service Communication Arts-Advertising and Display Advertising and Graphic Design GAS-Advertising Art
Graphic Arts & Design	Graphic Arts Graphic Design Communication Arts-Graphics Commercial Art
Film	Film Production GAS-Film Cinematography Animation
Communication Arts (General)	Communication Arts General Studies Communication Communication Design Media Procedures Commercial Communications Applied Communications
Journalism	Journalism Journalism-Newswriting GAS-Journalism Communication Arts-Journalism Newswriting
Public Relations	Public Relations Communication Arts-Public Relations
Radio and Television	Communication Arts-Radio and Television Radio and Television Arts Broadcast Journalism

These seven program categories are used in the study for purposes of analysis unless specific reference is made to College program or program option titles.

IV EMPLOYER AND STUDENT SAMPLES & RESPONSE RATES

1. Samples - A 50% proportional quasi-random sample was drawn for both employers and students. These were stratified by industrial category for employers, and by College of enrollment for students.

2. Response Rates - (a) The employer response rate - Of the 1292 employers who were sent questionnaires only 27.3% responded. The sample response rate was 21.5% with disproportionate rates for the various industrial categories. It was decided that, since the response rate for certain industries was too small to be representative of the population, they would have to be dropped. Consequently, those with a response rate of 17% or less were excluded from the study. These included Signs and Display Agencies, Commercial Art Companies, Church Publications and Wholesale Publishers. Thus, only a 20.9% sample of the total population was used. The population and sample response for each of the industrial categories is shown below:

<u>INDUSTRIAL CATEGORY</u>	<u>POPULATION</u>	<u>SAMPLE RESPONSE NUMBER</u>	<u>PERCENTAGE</u>
Advertising	198	42	21.2
Public Relations	61	19	31.1

<u>INDUSTRIAL CATEGORY</u>	<u>POPULATION</u>	<u>SAMPLE NUMBER</u>	<u>PERCENTAGE</u>
Motion Pictures	65	13	20.0
Cable Television	47	17	36.2
Television	20	5	25.0
Display Agencies	23	2	8.7
Audio Visual	17	3	17.6
Commercial Artists	23	3	13.0
Oil Companies	6	2	33.3
Theatres	34	7	20.6
Farm Publications	10	2	20.0
Insurance Companies	9	3	33.3
Department Stores	6	3	50.0
Church Publications	6	1	16.7
Signs	19	1	5.3
Printers	43	9	20.9
Newspapers	296	59	19.9
Publishers (Retail)	150	30	20.0
Publishers (Wholesale)	16	1	6.3
Radio Stations	91	26	28.6
Magazines	<u>152</u>	<u>30</u>	19.7
	1292	278	
	(100.0%)	(21.5%)	

Some employers who had not responded to the questionnaire were telephoned and asked to fill it out either over the phone or when they had time. However, this procedure did not substantially increase the response rate.

(b) The student response rate - Of the 2501 former students in the population who left College between 1967 and 1972, 21.7% responded to the questionnaire. One factor which contributed to the low response rate is that 15.4% of the students had changed addresses and were untraceable. About 3% of the questionnaires were disqualified for various reasons which left a response rate of 18.4%. The sample response rate was 16.2%.

When the questionnaires from respondents were examined it was found that a higher proportion of the graduates than non-graduates responded. Because of the poor non-graduate response it was decided that only the graduate sample would be used in the study. In order that the sample be representative of the population only those graduates from Colleges with a response rate of 20% or more were included in the study. Twelve of the 18 Colleges¹ qualified. The following table lists the twelve Colleges and their graduate response rates.

<u>COLLEGES</u> ²	<u>RESPONSE RATE</u> <u>Percentage</u>
Algonquin	24.1
Conestoga	19.7
Confederation	25.9

1 There are no graduates from Canadore.

2 Although Lambton had a 20% return rate, this involved one graduate from a population of five graduates.

<u>COLLEGES</u>	<u>RESPONSE RATE</u>
	<u>Percentage</u>
Durham	26.8
Georgian	21.6
Humber	27.3
Loyalist	29.4
Niagara	28.8
St. Clair	30.9
St. Lawrence	50.0
Seneca	26.7
Sheridan	19.5

The sample response rate for the graduate population from 1967 to 1972 is 16.7%.

V THE DEVELOPMENT OF ESTIMATES FOR THE POPULATION

Sampling fractions were used to generate estimates for the populations of employers and graduates. This was done for the employer population by dividing the population number by the sample response number for each industrial category. The fractions produced were then applied to the statistical data obtained for each industrial category in order to secure estimates for the population.

A similar procedure was used to produce estimates for the graduate population. In this case, fractions were derived at by dividing the graduate population number by the number of graduates in the sample from each College.

VI RESPONSE AND SAMPLE BIASES

Since a large number of employers and graduates did not respond to the questionnaire, the representativeness of the samples might be affected.

In terms of employers, the sample might be biased in the direction of those who are involved with the College system. Data in the study show that 42% hire former College students. However, the contractor undertaking the employer interviews reported that of 647 firms contacted by phone only 26% hired former College students. This could indicate that employers in the sample do, in fact, hire students to a larger extent than the population as a whole. This could mean that a larger percentage of non-respondents do not hire former College students than the estimates would indicate.

In terms of graduates, only the more successful in industry might have responded to the questionnaire as the data show that 50% of them are in directly related jobs. It could be the case that a higher percentage of graduates who did not respond are less successful in industry. Thus the graduate sample might have been unrepresentative resulting in biased population estimates. This would produce a higher percentage of graduates who were satisfied with College programs than might actually be the case.

